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1. Judging by some of the elementary questions asked during the two weeks of lectures, the practice of occasional background courses seems advisable in order that the student may approach his work from the most objective viewpoint. Such a viewpoint can best be gained by a broad acquaintance with the field.
2. The program (historical and economics lectures for the last two weeks) is useful. Although I have a fair amount of background in modern Russian history, general repetition of this type is helpful because it keeps a complete picture before my thought. The economics lectures gave me a rather well-rounded introduction to a field which is new to me (from the basis of comparative economics).
3. a. The historical lectures were sufficiently general as to discourage discussion and question periods. As has been stated above, the questions asked were often inappropriate because the course was established along rather vague lines. It would not be unfair to assume that anyone employed by the Agency in this area in the capacity of an intelligence officer should be expected to have a reasonably thorough acquaintance with the historical aspects of the field. Since the amount of familiarity seems to vary, there is evidently a need for a course of this type.

The economics section is, in the main, more easily adapted to topics pertaining to our work problems. The general survey of past economic conditions and a discussion of present Soviet problems were enlightening (especially because the lecturer tried wherever possible to draw comparisons between the United States and the USSR).

b. The delivery of the history professor was uninteresting partly because of the strain to hear everything he said. While the ability to lecture without notes is commendable, a brisker manner of delivery would aid in keeping the attention of the students.

The economics man had a simple direct delivery which was quite adequate for the occasion. He supplemented his lectures with diagrams (in this field, helpful).

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Both sets of lectures were well-organized and easy to take notes from.

c. It is not easy to be objective about the hours of 0830 to 1030 but the last twenty minutes of class began to be painful. The practice of having the course for the first two hours of the day is unquestionably the best one.

d. For the last two weeks there were no discussion periods as such. If the lectures were to be organized around specific topics,<sup>1</sup> there would be more opportunity for discussion.

4. It is too much to expect students to prepare papers or to take exams on the material covered in the course. However, some brief, carefully selected readings might do much to add to an understanding of the problems under consideration.

<sup>1</sup> A course which would offer both practical and background material might be organized around ~~concrete topics~~ of interest with regard to the general political and economic organization of the USSR (e.g., the role of the Party, including a brief summary of its organization, industrial management, collectivization in practice, the place of the Army in the USSR, etc.).

Similar treatment of Eastern European countries would, of course, be most welcome.

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